



ISTEP+: Grade 3

English/Language Arts

Released Part 1 Applied Skills (open-ended) Items
and Scoring Notes

Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

Question Types

This document addresses questions from *ISTEP+ Part 1. Students* demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

ISTEP+ Part 1: English/Language Arts		
Question Type	Score Reporting Categories	Scoring Method
Constructed-Response (CR)	Reading	2-pt. CR Rubric (Grades 3-8, 10)
Writing Prompt (WP)	Writing	6-pt. Writing Applications Rubric (Grades 3-4, 5-8, 10) 4-pt. Language Conventions Rubric (Grades 3-4, 5-8, 10)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

English/Language Arts Constructed-Response Items

Session One, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of nonfiction or literary text. The reading comprehension task consists of one passage and three constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/ Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Passage

Flash! Splash! Training a Deaf Polar Bear

by Mary Ann Hellinghausen



Alaska the polar bear

- 1 *Splash!* A chunk of ice filled with fruit plopped into the pool. Alaska slept soundly.
- 2 "Alaska!" A zookeeper called her name. The polar bear kept napping.
- 3 *Kerplunk!* Another treat landed in the pool. This time, cold water splashed on Alaska's nose. The bear jumped into the water after the goody.

Working with a Deaf Bear

- 4 Zookeepers at The Maryland Zoo in Baltimore realized that their new polar bear, Alaska, could not hear. Zookeeper Tammy Chaney said, "Normally, a

bear's ears twitch when you call its name or make loud noises. Alaska didn't budge."

5 Medical tests proved she was deaf.

6 The zookeepers had never worked with a deaf polar bear. They wanted to teach her to hold out a paw if it was cut. They wanted her to open her mouth so they could check her teeth. They wanted her to climb on a weight board so she could be weighed.

Flashlight Game

7 Trainers often use a clicker to make a noise when an animal responds correctly. Because Alaska could not hear, the zookeepers tried a tiny flashlight. They held a toy ball on the end of a stick. When Alaska touched the ball with her nose, the zookeepers flashed a light two times. They threw her a sardine as a reward. This game helped Alaska learn to work with zookeepers. She could now learn to hold out her paw, open her mouth, and climb on a weight board.

8 Alaska once lived in a circus with other polar bears. Zookeepers don't know if she was deaf since birth or became deaf during her years with the circus. But they think being deaf might have helped her. The loud circus noises didn't scare her. So she became a calm and curious bear.

9 Wild polar bears live on huge ice fields in the Arctic. With the circus, Alaska traveled only to warm places. Alaska got a frosty surprise when ten inches of snow fell during her first winter at The Maryland Zoo.

10 "She looked out of the den door at this big white world," a zookeeper said. "She dropped on her belly and snowplowed around the exhibit. I think snow is her favorite thing in the world!"

"Flash! Splash! Training a Deaf Polar Bear" by Mary Ann Hellinghausen, photograph of Alaska the Bear by the Maryland Zoo in Baltimore. From Highlights for Children Magazine's January 2008 issue, copyright © 2008 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.

Item #1
Constructed-Response

Constructed-Response
Reading: Non-Fiction

Question 1

- 1.** How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

Top-Score Response:

Zookeepers tried throwing a chunk of ice filled with fruit into the pool to make a loud sound and even called out “Alaska!” but she didn’t wake up. “Normally a bear’s ears twitch when you call its name or make loud noises. Alaska didn’t budge.” When zookeepers realized she could not hear, they performed medical tests and proved Alaska was deaf.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 1, Sample A – Score Point 2

How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

The zookeepers learn that Alaska is deaf when one zookeeper kept calling her name but Alaska kept on napping. Tests proved to the zookeepers that Alaska was truly deaf. They would have to find a different way to train her.

Scoring Notes: This response fulfills all the requirements of the task. The details given are text-based and relevant, (...one zookeeper kept calling her name but Alaska kept on napping. Tests proved to the zookeepers that Alaska was truly deaf.). These examples show what caused the zookeepers to be concerned and how they confirmed their suspicions.

Question 1, Sample B – Score Point 2

How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

Usually when the zookeeper calls an animal's name their ears twitch, Alaska didn't budge. They went to do a medical test on her and the medical test proved she was deaf.

Scoring Notes: This response fulfills all the requirements of the task. The details given are text-based and relevant, (...their ears twitch, Alaska didn't budge.). In this sentence, the student refers to "animals" instead of "bears" as indicated in the passage. In this case, we are able to understand the implied meaning, so it is acceptable. Additionally, "medical tests proved she was deaf" is also text-based and relevant to the task.

Question 1, Sample C – Score Point 1

How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

The zookeepers saw that Alaska's ears never twitched when they called her/his name like most polar bears.

Scoring Notes: This response fulfills some of the requirements of the task, but the information provided only partially answers the question. While it does correctly identify one of the ways the zookeepers were alerted to Alaska being different (*The zookeepers saw that Alaska's ears never twitched when they called her/his name like most polar bears.*), it does not explain what zookeepers did with this information to prove Alaska was deaf.

Question 1, Sample D – Score Point 1

How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

Medical tests proved she was deaf.

Scoring Notes: This response fulfills some of the requirements of the task. The detail is not fully developed (*Medical tests proved she was deaf.*). While this statement is true, additional support is needed to know how the zookeepers knew to order medical tests for Alaska's hearing.

Question 1, Sample E – Score Point 0

How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

They know Alaska was deaf because Alaska wouldn't hold out her paw, open her mouth, and even climb on a weight board. Alask once lived in a Circus.

Scoring Notes: This response does not fulfill the requirements of the task. The details provided are not relevant or connected to the question (...*Alask once lived in a Circus.*). While the student selected details from the text, these details do not answer the question.

Question 1, Sample F – Score Point 0

How did the zookeepers learn that Alaska was deaf? Support your answer with details from the article.

The zookeeper found out Alaska was deaf because most bears ears twich when they here a loud noise.

Scoring Notes: This response does not fulfill the requirements of the task because it contains incomplete information. While the student correctly identifies a detail from the passage (...*most bears ears twich when they here a loud noise.*), it does not explain why the detail is relevant or connected to the question (Alaska's ears did not twitch).

Item #2
Constructed-Response

Constructed-Response
Reading: Non-Fiction

Question 2

- 2.** How was training Alaska different from training other animals? Support your answer with details from the article.

Top-Score Response:

With training other animals that can hear, zookeepers use a clicker to make a noise when the animal responds correctly. Since Alaska could not hear, but could see, they used a tiny flashlight instead. Zookeepers would flash the light two times and throw her a sardine when Alaska responded correctly. Alaska trained by her sense of sight (flashlight) while other animals trained by their sense of hearing (clicker).

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 2, Sample A – Score Point 2

How was training Alaska different from training other animals?
Support your answer with details from the article.

It was different because normally they use a clicker to make do things but Alaska couldn't hear it so they had to figure out something else out to train her. So they started using a light to train her.

Scoring Notes: This response fulfills all the requirements of the task. The details given, explain how Alaska is trained differently from other animals using relevant, text-based examples (...normally they use a clicker to make do things but Alaska couldn't hear it) and, (...they started using a light to train her.).

Question 2, Sample B – Score Point 2

How was training Alaska different from training other animals?
Support your answer with details from the article.

It's different because she is deaf and also they have to use a Flashlight instead of a clicker.

Scoring Notes: This response fulfills all the requirements of the task. The details given, explain how Alaska is trained differently from other animals using relevant, text-based examples (It's different because she is deaf...) and (...they have to use a flashlight instead of a clicker.).

Question 2, Sample C – Score Point 1

How was training Alaska different from training other animals?
Support your answer with details from the article.

If she did some thing
right they would shin
a flashlight two times.

Scoring Notes: This response fulfills some of the requirements of the task. The detail given is not fully developed. The writing would need to further explain how “*shin(ing) a flashlight*” is different from training other animals in order to get full credit.

Question 2, Sample D – Score Point 1

How was training Alaska different from training other animals?
Support your answer with details from the article.

I think that training Alaska is different from training
other animals. The text says the zookeepers tried a tiny
flash light. they held a toy ball on the end of a stick.
the text also says when Alaska touched the ball they
would give her a sardine as a reward. This proves that
it was different from training other animals.

Scoring Notes: This response fulfills some of the requirements of the task. The details given, (...*zookeepers tried a tiny flashlight.*) and (...*when Alaska touched the ball they would give her a sardine as a reward.*), do not explain how this is different from training other animals.

Question 2, Sample E – Score Point 0

How was training Alaska different from training other animals?
Support your answer with details from the article.

Training Alaska was different from other animals because Alaska was deaf and the zookeepers would have to teach her how to hold out her paw.

Scoring Notes: This response does not fulfill the requirements of the task. The details given are incomplete. While Alaska was able to “*hold out her paw*,” this detail is irrelevant and does not explain how she is different from training other animals.

Question 2, Sample F – Score Point 0

How was training Alaska different from training other animals?
Support your answer with details from the article.

It was different training Alaska because she couldn't hear because she was deaf and the zookeepers didn't know how to work with deaf animals just like Alaska.

Scoring Notes: This response does not fulfill the requirements of the task. The details provided are incomplete and incorrect. While the passage does say that the zookeepers have never worked with a deaf polar bear, it does not say they, “*didn't know how to work with deaf animals just like Alaska*.”

Item #3
Constructed-Response

Constructed-Response
Reading: Non-Fiction

Question 3

- 3.** How does the author use the sections “Working with a Deaf Bear” and “Flashlight Game” to organize the article? Support your answer with details from the article.

Top-Score Response:

In the first section, zookeepers learned that they were “Working with a Deaf Bear” when they realized Alaska could not hear and then proved it through medical tests. Once zookeepers realized they had a deaf polar bear, they had to train her differently. In the second section, zookeepers learned how to train Alaska with the “Flashlight Game” by flashing a flashlight two times and then given her with a sardine.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 3, Sample A – Score Point 2

How does the author use the sections "Working with a Deaf Bear" and "Flashlight Game" to organize the article? Support your answer with details from the article.

In "Working with a Deaf Bear" they had discovered that Alaska was deaf. In "Flashlight Game" they learned they could use a small flashlight and a ball and stick to train & command her.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps to explain how the sections are organized (In, "Working with a Deaf Bear" they had discovered that Alaska was deaf. In, "Flashlight Game" they learned they could use a small flashlight...to train & command her.).

Question 3, Sample B – Score Point 2

How does the author use the sections "Working with a Deaf Bear" and "Flashlight Game" to organize the article? Support your answer with details from the article.

The author organized the two sections by putting the information about how they found out Alaska was deaf in the first part. Then she put how they made Alaska work with the trainers in the second part.

Scoring Notes: This response fulfills some of the requirements of the task. The information given is relevant to the task and explains how the sections are organized in sequential order, noting the "first part" and "second part." While the student does not name the titles of each section, the information provided clearly identifies and explains the purpose of each section.

Question 3, Sample C – Score Point 1

How does the author use the sections "Working with a Deaf Bear" and "Flashlight Game" to organize the article? Support your answer with details from the article.

How the author use the section "Working with a deaf bear" and "Flashlight game" is "Working with a deaf bear" tell how the Zoo Keepers found out that Alaska was deaf.

Scoring Notes: This response fulfills some of the requirements of the task. The information given only partially explains how the sections are organized. While the response provides a description of "Working with a Deaf Bear," (...tell how the Zoo keepers found out that Alaska was deaf.), the writing provides no explanation for the "Flashlight Game."

Question 3, Sample D – Score Point 1

How does the author use the sections "Working with a Deaf Bear" and "Flashlight Game" to organize the article? Support your answer with details from the article.

He didn't want to have it mixed all up so he used headings. "Working with a deaf polar bear" was about how they trained Alaska with her disability. "Flashlight game" was about how they did train Alaska with the disability.

Scoring Notes: This response fulfills some of the requirements of the task. The information provided only partially explains how the sections are organized. While the description of "Flashlight Game" is accurate, ("Flashlight game" was about how they did train Alaska with the disability.), the description of the other section is inaccurate ("Working with a deaf polar bear" was about how they trained Alaska with her disability.).

Question 3, Sample E – Score Point 0

How does the author use the sections "Working with a Deaf Bear" and "Flashlight Game" to organize the article? Support your answer with details from the article.

The bear could not here so they used the flash light, but then sher could do all the things she could because of the flashlight.

Scoring Notes: This response does not fulfill the requirements of the task. The information given summarizes the article, but does not describe how the sections are organized.

Question 3, Sample F – Score Point 0

How does the author use the sections "Working with a Deaf Bear" and "Flashlight Game" to organize the article? Support your answer with details from the article.

The author use the sections Working with a Deaf Bear and Flashlight Game to tell you that the section Flashlight Game and Working with a Deaf Bear are are changing the subject.

Scoring Notes: This response does not fulfill the requirements of the task because it contains information that is inaccurate (*. . .are changing the subject*). The information given does not describe how the section are organized, but instead addresses the physical organization of the sections with the use of the titles.

Item #4
Writing Prompt

Writing Prompt

“Two Places to Call Home” is written from the young boy’s point of view. It shows how he sees things and what he thinks about his trip. What if the story were written from another character’s point of view? Imagine you can hear all the thoughts of the grandmother, mother, or the grandfather. Select a character and retell the story from that character’s point of view.

Be sure to include

- good descriptive details
- strong character development
- a beginning, a middle, and an end to your story

Passage

Read the story "Two Places to Call Home." Then answer the questions.

Two Places to Call Home

by Jody Kapp



- 1 Good-bye, bedroom, cozy and small. Good-bye, picture books and stuffed animals. Today I'm going home, to the place my family comes from.
- 2 Mama and I are going to Ghana. Ghana is a small country on the west coast of Africa. It is where my mother was born. This will be my first time meeting my grandmother and grandfather and my first time flying on an airplane!
- 3 Up, up we go, sailing high over the Atlantic Ocean. Outside my small window the bright blue water slowly disappears under a carpet of fluffy white clouds. The airline attendants push carts of pretzels and drinks up and down the tiny aisles. They give us bags of sweet-smelling lotion, eye masks to help us sleep on the long flight, and headphones. When I plug the headphones into the special arm of my seat, I hear music playing—a symphony above the clouds.
- 4 Slowly we land in the night. My mother and I step out and breathe in our country. As the warm, moist air greets us, Mama sighs, "Ah, what sweetness!"

We climb aboard a rickety old bus and travel to my grandparents' home. The dust from the road swirls up through the open windows and dances around our heads. Grandfather is waiting for us outside the cattle fence. He calls out to me, "Tall boy, you've grown faster than the trees in my yard."

He reaches down and wipes the dust from my sandals. He's wearing an outfit that looks like a dress. It's called a kente cloth. This is a special kind of clothing the people of Ghana wear whenever there's something to celebrate. But it's much more interesting than a suit jacket or a fancy dress. It's a book you wear! Every shape and color on the cloth is chosen to tell a story to those who see it.

For my visit, Grandfather has made a special story cloth to wear. He's chosen a pattern of gold squares and black zigzags. In kente, the color gold stands for strength, and black means family. When gold and black are woven together in a dress, they tell all who see it how important the strength of a family is. Grandfather winks at me as I run my hand over the bright cloth. He thinks I'm important, too.



Grandmother hears our voices. She rushes out of her round mud hut and greets me with a big bear hug. She's spent all morning preparing a welcome meal for us called *tee zed*, which means "hot food." First she ground rice, corn, and peanuts into flour. Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan.

She shows me how to dip the balls into a stew of yams, onions, and goat meat. I've never eaten goat meat before. At first I'm afraid to try it, but I'm glad I do. It has a nice sweet flavor.

The next day Grandmother buckles me into her little white van and we head for **Accra**. Here there's a big market where she'll sell the plump red tomatoes she's grown in her garden. It's a busy place. My ears are filled with the sound of plantains frying on an open grill and the happy shouts of boys and girls playing soccer.

Accra = a city in Ghana

It's fun watching the women with their big hats and baskets weave through the maze of bicycles like brightly colored toy tops. They smile at me and say, "Maakyél," which means "hello." Grandmother takes my hand in hers and swings it back and forth as we walk along. She tells me, "Beautiful boy, we'll remember these moments for many years."



The week has passed too quickly, and the time has come to say goodbye. At the airport Grandmother gives me an extra long hug for the extra long trip. Grandfather kneels down and hands me a small package. It's my very own kente cloth scarf to wear at home! He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love. I'll think of Ghana often. It's good to have two places to call home.

Good-bye, warm yellow huts and shiny tin roofs. Good-bye, bold red skirts and gentle dirt beneath my feet. Today I'm going home, to the place I come from.

Writing Rubric Grades 3–4

SCORE POINT 6
<p>A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.</p>
Ideas and Content
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • thoroughly develop the topic with facts and details? • fully explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? • effectively connect ideas and events using words and phrases?
Style
<p>Does the writing exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing display a clear understanding of the task and purpose? Does it</p> <ul style="list-style-type: none"> • display a strong sense of audience? • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

SCORE POINT 5
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>
Ideas and Content
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • fully develop the topic with facts and details? • explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? • effectively connect ideas and events using words and phrases?
Style
<p>Does the writing exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Is the writing appropriate to task and purpose? Does it</p> <ul style="list-style-type: none"> • display a sense of audience? • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have voice).

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
Ideas and Content
<p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> Does it mostly stay on the topic? (Writing may include minor tangents.) Writing may include some rambling and/or repetition. <p>Does the writing include some relevant ideas and information?</p> <ul style="list-style-type: none"> Does it present related information? Writing may not fully develop the topic with facts and details; it may list ideas with some detail.
Organization
<p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a clear beginning, but have a conclusion)? have a logical progression of main ideas and support? (Writing may have lapses.) connect ideas and events using words and phrases?
Style
<p>Does the writing exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing demonstrate an awareness of task and purpose?</p> <ul style="list-style-type: none"> Does it display some sense of audience? Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Ideas and Content

Does the writing stay somewhat focused?

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

Does the writing include some relevant ideas? Does it

- minimally develop the topic and does not begin to exhaust the possibilities?
- provide minimal facts and details, but does not fully support ideas?

Organization

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?
- attempt to connect ideas and events using words and phrases?

Style

Does the writing exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing demonstrate some awareness of task and purpose but display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing exhibit less than minimal focus?

- Writer may get distracted or drift away from topic.
- Topic may not be developed.

Does the writing include few relevant ideas?

- Writing may include unfinished/fragmented ideas that don't develop the topic.
- Writing may include only one or two facts or details.

Organization

Does writing have little order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?
- demonstrate little ability to connect ideas and events using words and phrases?

Style

Does the writing exhibit less than minimal word usage? Does it

- contain ordinary/common words?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Does the writing lack sentence variety?

Does the writing demonstrate minimal awareness of task and purpose and display little sense of audience?

- Text may be flat, lifeless (i.e., have no voice).

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
Ideas and Content
<p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief.
Organization
<p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. Writing does not connect ideas and events using words and phrases.
Style
<p>Does the writing exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing demonstrate minimal awareness of task and purpose and little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice).

Grammar and Usage Rubric Grades 3-4

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a good command of language skills?
4	<p><i>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</i></p> <ul style="list-style-type: none"> Are there few or no errors in beginning capitalization? Are there few or no errors in capitalization of proper nouns? Are there few or no errors in ending punctuation? Are there few or no errors in grade-level appropriate comma and apostrophe use? Are there few or no errors in verb usage? Are there few or no errors in the spelling of grade-level-appropriate words? Does writing have few or no run-on sentences or sentence fragments?
	Does writing exhibit an adequate command of language skills?
3	<p><i>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</i></p> <ul style="list-style-type: none"> Is most beginning capitalization correct? Are most proper nouns capitalized correctly? Do most sentences end with correct punctuation? Do most sentences have grade-level appropriate comma and apostrophe use? Do most sentences have correct verb usage? Are most grade-level-appropriate words spelled correctly? Writing may have run-on sentences or sentence fragments.
	Does writing exhibit a minimal command of language skills?
2	<p><i>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</i></p> <ul style="list-style-type: none"> Is some beginning capitalization correct? Are some proper nouns capitalized correctly? Do some sentences end with correct punctuation? Do some sentences have grade-level appropriate comma and apostrophe use? Do some sentences have correct verb usage? Are some grade-level-appropriate words spelled correctly? Writing may have run-on sentences or sentence fragments.
	Does writing exhibit a less than minimal command of language skills?
1	<p><i>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</i></p> <ul style="list-style-type: none"> Are there many errors in beginning capitalization? Does writing have little or no evidence of capitalization of proper nouns? Is end punctuation missing or incorrect? Are there many errors in grade-level appropriate comma and apostrophe use? Are there many errors in verb usage? Are there many errors in the spelling of grade-level-appropriate words? Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Writing Prompt, Sample A

Writing – Score Point 6

Grammar and Usage – Score Point 4

Good-bye home. I am going to the delightful place where I grew up. My son and I will take a plane from the United States to Ghana to see my parents. The plane I see is big and white. As I sit down with my son, I feel a jump of excitement in me. The seats are soft and big. As the plane flies off, I watch my son plug his headphones into his seat and look out the window. For hours we fly. I relax in my big seat as I read my favorite story and books about Ghana. Finally, we arrive. The plane stops and my son and I walk quickly to the exit. We climb out of the plane carefully. "Ah, what sweetness!" I announced.

My son and I dash for the small, old, yellow bus that would take us to my parents house. We watch out the window and see cattle, goats and women walking on the side of the road with big hats on their heads. Soon, the bus stopped in front of the house. We walk out of the bus and there my dad was waiting on the porch. I gave him a grand hug and then he started speaking with my son. Soon my mom came outside. She ran to my son and gave him a big, long hug. Then mother walked over to me. She gave me a large hug and calmly said, "Welcome back." Then we went inside and ate *tee zed*, a food that is made by grounding rice, corn, and peanuts in flour. They are rolled into little balls and put in boiling water until they thicken. My son had never tried them before. "It tastes very good." he said.

The next day, I spent it by finishing reading my favorite book on the front porch, cooking with my mother and talking with my father. I really enjoy spending time with my mother and father. The weeks passed too quickly and it was soon time to go. I had say good-bye to my parents. My son and I climb into the plane. I'll miss my parents, but I'll be glad when I'm finally back home.

Notes for Writing Prompt, Sample A

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- stays fully focused on the task (i.e., retells the story from mother's point of view and their trip to Ghana).
- includes detailed, relevant support (e.g., *We watch out the window and see cattle, goats and women walking on the side of the road with big hats on their heads. Then we went inside and ate tee zed, a food that is made by grounding rice, corn, and penuts in flour.*).
- follows a clear, logical order.
- includes vivid descriptions and vocabulary (e.g., *As I sit down with my son, I feel a jump of excitement in me. She gave me a large hug and calmly said, "Welcome back."*).
- is fluent and easy to read.
- contains a variety of sentence patterns, both simple and complex.
- exhibits a clear understanding of the task by demonstrating consistent, original point of view. (i.e., strong character development from mother's point of view from beginning to end).

NOTE: A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has 1 subject and verb agreement errors. (e.g., *We walk out of the bus and there my dad was waiting on the porch.*).
- has 1 apostrophe error (e.g., *parents house*[parent's]).
- has few grade-level spelling errors (e.g., *were*[where], *of*[off], *finaly*[finally]).
Note that some misspelled words are above grade level and therefore are not scored against the Grammar & Usage Rubric.
- contains no run-on sentences or sentence fragments.

Writing Prompt, Sample B

Writing – Score Point 6

Grammar and Usage – Score Point 4

Grandmother's Point of View

I was super excited when I heard my child and grandchild's voices! When I heard their voices I ran out the door of my round hut and hugged them, for I was elated! I told them that I had spent all morning in the kitchen preparing something special. It was *tee zed*. I make it out of rice, corn, and peanuts. I roll it into flour. Then I show my grandchild how to dip the *tee zed* into a stew of yams, onions, and goat meat. My grandchild has never ate goat meat before. "Grandmother, I've never tried goat meat." I said, "Try it, its sweet flavor." When he tried it, he said, "It has a nice, sweet taste."

The next day I woke up and took my grandchild to Accra. I am going to take her to a place that is like an outside store. We are going to get some of the big, bright red juicy tomatoes. We get into my little white van and head to the get some. My grandchild and I hear lots of sounds, sounds of joy and of kids playing soccer. We see lots of women with baskets and huge hats on them. They all say, "Maakye," with friendly smiles. I said, "Beautiful boy, we'll remember these moments for many years." My grandson had a great time!

I was surprised when the week was over, it seemed like it wasn't very long, but my child and grandchild had to leave. I gave them a big hug and said good-bye at the airport.

This is a week I'll never forget!

Notes for Writing Prompt, Sample B

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- stays fully focused on the task (i.e., retells the story from grandmother’s point of view, with her daughter and grandchild coming to visit in Ghana).
- includes detailed, relevant support (e.g., *Then I show my grandchild how to dip the tee zed into a stew of yams, onions, and goat meat. The next day I woke up and took my grandchild to Accra.*).
- follows a clear, logical order.
- includes vivid descriptions and vocabulary (e.g., *“We are going to get some of the big, bright red juicy tomatoes.”...for I was elated.*).
- is fluent and easy to read.
- contains a variety of sentence patterns, both simple and complex.
- exhibits a clear understanding of the task by demonstrating consistent, original point of view (i.e., strong character development from grandmother’s point of view from beginning to end).

NOTE: A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has 1 subject and verb agreement errors (e.g., *We walk out of the bus and there my dad was waiting on the porch.*).
- has 2 apostrophe errors (e.g., *grandchilds voices*[grandchild’s], *its sweet flavor*[it’s]).
- has no grade-level spelling errors.
- contains no run-on sentences or sentence fragments.

Writing Prompt, Sample C

Writing – Score Point 5

Grammar and Usage – Score Point 4

Today I got out of bed, grabbed our bags because my son and I were going on a trip to where I was born. I was born in Ghana, a country in Africa and I'm taking my son there for a little visit to meet my mom and dad. When we got on the plane it was very exciting to see him on a plane for the first time ever. When we got there, we got off the plane, I noticed the sweetest and most delicious air I have ever smelled in my life. When we found my mom and dad's home, we stayed there for a day or two to sleep in from the long plane ride. My son saw a scarf on my dad. It was beautiful and my son thought it was the coolest because of all the colors it had on it. My mom wanted to take us to the market. We do not have stores where we live, so I think my son will like it. When we went to the market, we were walking around in the market, and my son saw this woman who said, "Maakyee." I told him that meant hello and that she was being nice. After we went to the market, my son and me had to leave Ghana. Before we did my father gave my son his very own scarf that had hearts on it with a black background. That's how fun my trip back home was!

Notes for Writing Prompt, Sample C

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Applications Rubric.

This sample

- stays focused on the task (i.e., retells the story from mother's point of view and their trip to Ghana).
- provides adequate support (e.g., *I was born in Ghana, a country in Africa and I'm taking my son there for a little visit to meet my mom and dad. When we went to the market, we were walking around in the market, and my son saw this woman who said, "Maakyee."*), but with fewer specific details and less development than would be found in a Score Point 6 paper.
- establishes a clear beginning, middle, and end.
- includes some descriptive vocabulary (e.g., *When we got there, we got off the plane, I noticed the sweetest and most delishus air I have ever smelled in my life.*).
- is easy to read.
- contains a variety of sentence patterns, both simple and complex.
- exhibits a clear understanding of the task by demonstrating consistent, original point of view. (i.e., displays character development from mother's point of view from beginning to end).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has 1 subject and verb agreement errors (e.g., *After we went to the market, my son and me had to leave Ghana.*).
- has 1 apostrophe error (e.g., *parents house*[parent's]).
- has few grade-level spelling errors (e.g., *exieting*[exciting], *meens*[means], *delishus*[delicious],
Note that some misspelled words are above grade level and therefore are not scored against the Grammar & Usage Rubric.)
- contains no run-on sentences or sentence fragments.

Writing Prompt, Sample D

Writing – Score Point 5

Grammar and Usage – Score Point 4

One Sunday morning, my son and I were leaving. Where? We were going to my moms beautiful country Ghana. When we go to Ghana it will be awesome, because I get to see mom and dad. So when we got on the plane, there were cookies and soda passed out. I was exsited! I could listen to mom and dad's thoughts. Mom would say, well I cannot wait to see that little boy. Dad would say, well having a child ew! That did not make me feel good. So I snuggled with my boy and said "grandpa and grandma."

When we arrived in Ghana, mom had made us a yummy, tasty salad, steak and tee zed. After that dinner mom and I went down the street in her van to get sell some tomatoes with my boy. We saw women in big hats and they were so nice. It was fun we made \$23.51. The days passed by quickly and we said good-bye. Then we went on the long plane ride back to America. When we arrived, I smelled the sweet smell of my own home. The end

Writing – Score Point 5

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- stays focused on the task (i.e., retells the story from mother’s point of view and their trip to Ghana).
- provides adequate support (e.g., *We were going to my moms beautiful country Ghana.*), but with fewer specific details and less development than would be found in a Score Point 6 paper.
- establishes a clear beginning, middle, and end.
- includes some descriptive vocabulary (e.g., *When we arrived in Ghana, mom had made us a yummy, tasty salad, steak and tee zed.*).
- includes many relevant ideas that include facts and details (The mother’s point of view gives examples of thoughts, feelings and things that happened prior to arriving in Ghana. The task required them to ‘imagine hearing the thoughts of the mother ‘s point of view, using descriptive details...).
- contains a variety of sentence patterns, both simple and complex.
- exhibits a clear understanding of the task by demonstrating consistent, original point of view (i.e., displays character development from mother’s point of view from beginning to end; although past, present, and future tenses can be seen within this writing, holistically does not effect the overall score of due to the other areas of strength within the Writing Rubric).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has 1 subject and verb agreement errors (e.g., *I could listen to mom and dad’s thoughts.*).
- has 1 apostrophe error (e.g., *my moms [mom’s]*).
- has 1 grade-level spelling error (e.g., *exsited [excited]*).
- contains 1 run-on sentences (e.g., *It was fun we made \$23.51.*).

Writing Prompt, Sample E

Writing – Score Point 4

Grammar and Usage – Score Point 4

I was waiting for my best grandson to come from the U.S. I couldn't wait for him to come! I haven't seen him since he was 3!

When he got here, I was so happy that I started to dance! I gave him a big hug when I saw him. I played soccer with him, told jokes, and played lots of games. I was so glad that he got to stay for a week.

But then came the hardest part-saying good-bye. I gave him a big hug when he was getting on the plane. I stopped him and gave him a present before he left. I gave him his very own kente cloth. I missed him so much, that I started planning his next visit.

Writing – Score Point 4

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- stays mostly focused on the task (i.e., briefly retells the story from grandmother’s point of view, with her grandson coming to visit in Ghana).
- includes relevant support, but in a list-like manner that lacks development (e.g., *I gave him his very own kente cloth*).
- has a beginning, middle, and end.
- includes vocabulary that is grade-level appropriate.
- is easy to read.
- demonstrates understanding of different sentence patterns, including a few complex sentences (e.g., *But then came the hardest part-saying good-bye. I played soccer with him, told jokes, and played lots of games*).
- demonstrates awareness of by developing a consistent point of view (i.e., displays character development from grandmother’s point of view from beginning to end).

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the beginning capitalization or capitalization of proper nouns
- has no ending punctuation errors.
- Has no errors in commas or apostrophes.
- has no subject and verb agreement errors.
- has no grade-level spelling errors.
- contains 1 run-on sentences (e.g., *I was waiting for my best grandson to come from the U.S. I couldn’t wait for him to come!*).

Writing Prompt, Sample F

Writing – Score Point 4

Grammar and Usage – Score Point 4

My grandson is coming over. I have baked some tee zed. My husband is wearing a traditional outfit. Right now he is probably on the plane listening to music. The attendences push cart of prezels and drinks. Maybe they will give him tiny bottle of fresh smelling lotion. BEEP! The oven beeps loudly. I rush to the oven and pull it out. It smells delisous. I hear small voices outside. "Look how much you've grown! You've grown taller than my tress!" I rush outside to see my grandson. I give him a big hug. "I have baked some tee zed for you." I said. The next day I buckle him up in my van and we head to Accra. I can tell he is having fun. "Beautiful boy," I say. "We will remember these moments for many years." The week passed by too quickly. I give him an extra long hug for the extra long flight. I can't wait for next time he visits.

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- stays mostly focused on the task (i.e., briefly retells the story from grandmother’s point of view, with her grandson coming to visit in Ghana).
- includes relevant ideas, supported with information from the story, but lacks development (i.e., The topic of grandson over does not have fully supported details throughout the entire writing. The details provided show the student understands it takes *a plane to get to Ghana* and the reference to “*Look how much you’ve grown!*” shows the students understanding that it has been awhile since they have seen one another (*The next day, I buckle him up in my van and we head to Accra.*). The writing displays a lapse in time at this point as the writing comes to an end (*The week passed by too quickly.*).
- has a beginning, middle, and end.
- includes grade-level appropriate vocabulary.
- is easy to read.
- demonstrates awareness of the task by developing a consistent point of view (i.e., Grandmother’s point of view does not vary among other characters from beginning to end.).

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the beginning capitalization or capitalization of proper nouns.
- has no ending punctuation errors.
- has no errors in commas or apostrophes.
- has no subject and verb agreement errors.
- has no grade-level spelling errors (although *delisous* is misspelled within the writing, it is considered to be above grade level and it not graded on the Grammar & Usage Rubric).
- contains no run-on sentences and no sentence fragments.

Writing Prompt, Sample G

Writing – Score Point 3

Grammar and Usage – Score Point 3

The boy said good-bye to all his stuff in his room. He was sad that was leaving. Than the boy went to Ghana. He thoght it was small place when he got there his Grandmother and Grandfather were telling him about his place the boy thoght it was cool. Than he asked why are you wareing an outfit that looks like a dress? He told why he was wareing the outfit. The boy thoght that was funny. Than grandmother took him to the park. They were singing back and forth, back and forth. He said that was short he went home to the place he was born.

Notes for Writing Prompt, Sample G

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task, but stays minimally focused to the topic(although written from boy's point of view, the story is authentically retold and is still graded using the Writing Rubric).
- provides minimal details, but does not fully support ideas(e.g., *Than the boy went to Ghana. He told why he was wareing the outfit.*).
- establishes a brief beginning, middle, and end.
- is readable, but difficult to follow in some sections(i.e. conversation of the outfit).
- exhibits minimal word choice.
- demonstrates awareness of the task but lacks a full, developed point of view.

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the capitalization of proper nouns.
- has 1 errors in beginning capitalization (e.g., *his*[His]).
- has 1 ending punctuation errors.
- has 1 error in commas and no errors in apostrophes.
- has no subject and verb agreement errors.
- includes more than a few grade-level spelling errors (e.g., *than* [then], *thoght* [thought], *wareing*[wearing]).
- contains a few run-on sentence (e.g., *his Grandmother and Grandfather were telling him about his place the boy thoght it was cool. He said that was short and he went home to the place he was born.*), but no fragments.

*Note: When scoring this writing using the Grammar & Usage Rubric, errors could either be noted as run-on sentences or beginning capitalization and punctuation errors.

Writing Prompt, Sample H

Writing – Score Point 3

Grammar and Usage – Score Point 3

She wants to visit her grandfather. So they were playing and haveing a great time. They cook food and went to the market and they saw a kid riding his bike. The mom said sweet and they enjoyed being there. They went to see mom's old place in this town that she was born. So they have fun. They had to go so the girl was happy. They went home to sleep. The girl had lots of fun. They also learn some words. And more. The father was happy they came and also them to. They can't wait to go back and visit one of my family members. I would be so happy.

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- stays minimally focused to the task (i.e., This writing is more of a story telling rather than a retelling through a point of view. Although there is an attempt at point of view, it is not clearly present throughout the entire writing. *They can't wait to go back and visit one of my family members. I would be so happy.*).
- provides minimal details, but does not fully support ideas (e.g., *They cook food and went to the market and they saw a kid riding his bike.*).
- shows minimal evidence of logical sequence (*They went home to sleep. The girl had lots of fun. They also learn some words.*).
- is readable, but difficult to follow in some sections.
- exhibits minimal word choice and word usage.
- demonstrates awareness of the task but lacks a fully developed point of view.

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the capitalization of proper nouns.
- has 1 errors in beginning capitalization (e.g., *his*[His]).
- has 1 ending punctuation errors.
- includes a few error in commas and no errors in apostrophes.
- has no subject and verb agreement errors.
- includes 2 few grade-level spelling errors (e.g., *haveing* [having], *to* [too]).
- contains 1 run-on sentence (e.g., *The father was happy they came and also them to.*).
- contains 1 fragment (*And more. They cook food and went to the market and they saw a kid riding his bike.*).

NOTE: When scoring this writing using the Grammar & Usage Rubric, errors could either be noted as run-on sentences or beginning capitalization and punctuation errors.

Writing Prompt, Sample I

Writing – Score Point 2

Grammar and Usage – Score Point 2

She is happy because her grandson gets to stay with her. she is happy about that. She
cookes for him. She loves her grandson because he does sweet stuff for her to She drows
purcher to her grandson to.

Notes for Writing Prompt, Sample I

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- is not fully developed to the task (i.e., attempts to retell the story through Grandma's point of view).
- includes undeveloped support (e.g. *She loves her grandson because he does sweet stuff for her*).
- includes less than minimal facts and details (e.g., *She cooks for him*).
- includes little evidence of a clear beginning, middle and end.
- ideas show little relationship to one another (e.g., *She loves her grandson because he does sweet stuff for her to She drows pircher to her grandson to*).
- little evidence of attention to word choice.
- contains common, minimal word usage.
- is readable, however, it contains a couple of awkwardly constructed sentences.
- lacks awareness of the task and purpose in writing point of view.

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the capitalization of proper nouns.
- has errors in beginning capitalization (e.g. *she*[*She*]).
- has 2 ending punctuation errors.
- has 1 subject and verb agreement error (e.g. *She drows pircher to her grandson to*).
- includes several grade-level spelling errors in proportion to its overall length (e.g. *whit* [with], *cookes* [cooks], *granson*[grandson]).
- contains no run-on sentences and no sentence fragments.

Writing Prompt, Sample J

Writing – Score Point 2

Grammar and Usage – Score Point 2

My grandson came to day, I whas whering my kente when he araved. It whas his firs time in Ghana. When he hoped of the bus I called to him "You grow faster tane my trees!" the next day my wife and him whent to Accar.

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- is not fully developed to the task (i.e., accomplishes the task of retelling the story through Grandfather's point of view, but topic has minimal development).
- includes undeveloped support (e.g., *the next day my wife and him went to Accar.*).
- includes less than minimal facts and details (e.g., *My grandson came to day, I was whering my kente when he araved.*).
- is too brief to establish a clear organization.
- demonstrates little ability to connect ideas and events using words and phrases.
- little evidence of attention to word choice.
- contains minimal word usage.
- is readable, however, it contains an awkwardly constructed sentence (e.g., *When he hoped of the bus I called to him "You grow faster tane my trees!"*).
- demonstrates awareness of the task but lacks a developed point of view.

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the capitalization of proper nouns.
- has 1 error in beginning capitalization (e.g. *the*[The]).
- has 1 ending punctuation errors.
- has 2 errors in commas.
- has no errors in apostrophes.
- has 2 subject and verb agreement error (e.g., *the next day my wife and him went to Accar.*).
- includes several grade-level spelling errors in proportion to its overall length (e.g., *whas* [was], *firs* [first], *hoped* [hopped]).
- contains no run-on sentences and no sentence fragments.

Writing Prompt, Sample K

Writing – Score Point 1

Grammar and Usage – Score Point 1

I hear grandfather thoughts he gave his grandson a package and it was his very own kente cloth scarf to wear it at home.

Notes for Writing Prompt, Sample K

Writing - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- has little focus on the topic (i.e., the writing attempts to convey information, although it is too brief and contains unfinished ideas).
- is too brief to establish a clear organization.
- contains less than minimal word usage.
- is readable, although sentence construction is incorrect.
- demonstrates minimal awareness of the task but lacks a developed point of view.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally too brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar and Usage - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the capitalization of proper nouns but 1 errors in beginning capitalization (e.g., *he[He] gave his grandson...*).
- has 1 ending punctuation error (e.g., *I hear grandfather thoughts[.]*).
- has 1 subject and verb agreement errors (e.g., *he gave his grandson a package and it was his very own kente cloth scarf to wear it at home.*).
- includes no grade-level spelling errors.
- has no run-on sentence and no fragments.

Writing Prompt, Sample L

Writing – Score Point 1

Grammar and Usage – Score Point 1

Grandfathers are strong about ther relaishinsipe with their grandkids.

Writing – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- maintains little focus on the task (i.e., Content does not retell the story through a character's point of view. Writing is focused on [*Grandfathers*] being strong [*about ther relaishinsipe with their grandkids.*]).
- includes almost no relevant support (i.e., makes reference to grandfather).
- is too brief to establish a clear organization.
- contains less than minimal word usage.
- is readable, although sentence construction is incorrect.
- demonstrates no awareness of the task but lacks a developed point of view.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally too brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar & Usage – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in the capitalization of proper nouns and no errors in beginning capitalization.
- has no ending punctuation error.
- has no subject and verb agreement errors.
- has 1 comma error (*Grandfathers*[Grandfather's]).
- includes 2 grade-level spelling errors (e.g., *ther* [their], *relaishinsipe* [relationship]).
- Has no run-on sentence and no fragments.